



KNOWLEDGE ON COMPUTER APPLICATION AND THEIR ACADEMIC ACHIEVEMENT OF B.ED STUDENTS AT UNDER GRADUATE LEVEL

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ABSTRACT

The study tries to find out the relationship between knowledge on computer application and the academic achievement of Bachelor of Education (B.Ed) students at their Under Graduate (UG) level. A survey technique was used to conduct the study. The sample consists of 300 students from different areas of TamilNadu state. It is found that the knowledge on computer application of B.Ed's has facilitated their academic achievement in certain extends, except some samples. Thus the findings revealed that knowledge about computer and knowing the application of it in particular will improve the achievement in academic field to greater extent.

KEYWORDS: computer application, academic achievement.

INTRODUCTION

In the present digital period, the development in various aspects of computer technology has reached away from our imaginations and expectations. Even though computer has lot of applications in various fields, one should not forget its application in the field of education. It is very useful and helpful in teaching and learning process.

Therefore, computer literacy is very much needed for teachers as well as learners. The term computer is commonly used to denote a general purpose, automatic, electronic, digital computer. The computer has created a revolution in the content of education and in the nature of learning process. It has the capability of multiplying the human intelligence and has incredible educational implications. The development of emerging electronic technologies has resulted in a rapid increase of information and communication technology (ICT) tools. Many of these tools have great potential for teaching and learning although they create initially for educational purpose. The Electronic technologies have made an effective role as e-commerce, e-banking, e-library, etc in all fields.

In the field of education the electronic technology has penetrated in the form of CAI, VAI, CCTV, Video conferencing, e-journal, e-book, online etc. Among all learning through mobile, virtual learning and learning through Edublogs occupy an important place in the teaching-learning process in the present scenario K.Anandan (2012).

Mobile learning focuses on the mobility of the learner, interacting with portable technologies and learning that reflects a focus on how society and educational institutions can accommodate and support an increasingly mobile population. Peters (2007) viewed mobile learning as a useful component of the flexible learning model and also stated that it was a subset of e-learning, a step towards making the educational process, "just in time, just enough and just for me". ML is enabling by the use of portable computing devices such as PDA's, Palmtops, Smart phones and tablet PC's communicating over wireless networks. They use computing in teaching and learning is being extended to spaces beyond the traditional classroom and with in the classroom the teachers and learners are gaining more flexibility and new opportunities for interaction with each other.

Parimala Fathima (2012) one of the following professions in our country is teaching also it is said that teaching is the noblest of all professions. The development of information and communication technology (ICT) has given new dimensions to the pedagogy. So it is high time that should equip them on par with the development of ICT and only then they can discharge their duty effectively and usefully. ICT can modify the way of teaching and can make the teaching process more students centered in nature and promote collaborative activities. Many teachers find it difficult to make use of ICT effectively in teaching and learning and hence a separate training on use of ICT in teaching and learning for teacher required ICT teacher training can take many forms.

The review of the related literature and the conclusions derived from the above given studies helped the investigator in delivering adequate guidelines and rationale for this study.

OBJECTIVES

1. To find out whether there is significant difference exists among students in their knowledge on computer application in relation to their Sex.
2. To find out whether there is significant difference exists among students in their knowledge on computer application in relation to their Educational

Qualification.

3. To find out whether there is significant difference exists among students in their knowledge on computer application in relation to their Subject of specialization.
4. To find out whether there is significant relationship exists among the students' knowledge on computer application and their Academic Achievement at UG Level.

HYPOTHESIS

1. There is no significant difference exists among students in their knowledge on computer application in relation to their Sex.
2. There is no significant difference exists among students in their knowledge on computer application in relation to their Educational Qualification.
3. There is no significant difference exists among students in their knowledge on computer application Computer Knowledge in relation to their Subject of specialization.

RESEARCH QUESTION

Is there any significant relationship exist between the students' knowledge on computer application and their academic achievement?

MATERIALS AND METHODS

Descriptive survey method was employed.

SAMPLE

The population of the study is B.Ed students. The sample for the present study consists of 300 B.Ed students which were selected from 6 B.Ed colleges from Namakkal district of TamilNadu. The samples were selected under random sampling technique by giving the due representation to the factors like gender of the pupil, educational qualification, subject of specialization, percentage in UG.

INSTRUMENTS

For the purpose of collection of data related to the present study, the pilot study is done among thirty students from Vivekanandha College of Education, Namakkal, TamilNadu to standardize the tool.

Split-half method is used to ensures the reliability and validity of the tool used in the study.

The reliability of the tool is 0.845.

The collected data was analysed through SPSS software

ANALYSIS AND DISCUSSION OF RESULTS

After the administration of above mentioned tools, scoring was done and results were interpreted

HYPOTHESIS 1

There is no significant difference exists among students in their knowledge on computer application in relation to their sex

The obtained 'p' value is 0.025. it is less than 0.05% level of significance. Hence it is concluded that there is a significant difference exists among B.Ed students in

their knowledge on computer application in relation to their gender

HYPOTHESIS 2

There is no significant difference exists among students in their knowledge on computer application in relation to their age.

The obtained 'p' value is 0.766 it is greater than 0.05% level of significance. From the above table it is concluded that there is no significant difference exists among B.Ed students in relation to their educational qualification in their knowledge on computer application.

HYPOTHESIS 3

There is no significant difference exists among students in their knowledge on computer application in relation to their subject of specialization.

The obtained 'p' value is 0.141 it is greater than 0.05% level of significance. From the above table it is concluded that there is no significant difference exists among B.Ed students in relation to their subject of specialization of science, arts and computer science in their knowledge on computer application.

RESEARCH QUESTION

Is there any significant relationship exists among the students' Computer Knowledge and Academic Achievement?

Table 1

Relationship between knowledge on computer application and academic achievement

Variables	N	R-Value	Result
Knowledge on computer application	300	0.284	Low Positive Correlation
Academic achievement	300		

It is observed from the correlation table that two study variables called Teacher Educator Students' Knowledge on Computer Application and their performance in academic field have positive correlation. Knowledge on Computer Application has facilitated low positive relationship to the Academic Achievement. Many variables may have their contribution for the Academic success for the students but at the same time their Knowledge on Computer Application has a considerable amount of influence on their performance in Academic Success of Teacher Educator Students'.

CONCLUSIONS:

The effective system of education depends largely on effective and efficient teachers. In the modern period the aims and objectives of education can be better achieved through the application of modern technologies of teaching and in teaching the globalized era has witnessed their desideration of knowledge as easy, comfortable, fast and accurate. Teaching and learning can better be promoted through the computer assistance. The knowledge of computer or a common man in general and teachers in particular will facilitate the the acquaint of knowledge much more effective. Teachers are the persons acquire decisive role in imparting knowledge however the technologies are at present. All the teaching and learning gadgets are only at use when teachers are capable of applying and it can be better used and attained the purpose only with the help of teachers.

Teachers' knowledge and awareness in using the computer has been assumed a vital role in the inculcation, enrichment and expansion of knowledge and understanding of the teaching concept. In this present study it has been noted that many more valuable insight regarding the teachers' knowledge on computer application among B.Ed students are in position to assume the profession of teaching as soon as the course has been completed successfully. Their knowledge in computer application will be helpful for them to shine.

It is noted from the study that there is a significant difference in knowledge on computer application among B.Ed's in relation to their sex. Female are better than their counter parts in computer knowledge, but the age of the respondents does not play the significant role in their acquisitions of knowledge on computer application. The categories of sub sample of educational qualification like UG or Post Graduate (PG) do not make a significant difference in their knowledge on computer application. B.Ed students whose subject of specialization such as arts, science and computer science has made no significant difference in their knowledge on computer application. It is reported from the study that there is minimum positive relationship exist between the independent variable called B.Ed's knowledge on computer application and their academic achievement as the result noted that the r-value as low positive correlation. Hence the knowledge on computer application of B.Ed's has facilitated their academic achievement in certain extends. The knowledge about computer and knowing the application of it in particular will improve the achievement in academic field to greater extent.

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